

As a professor of political science and Chicana/o Studies at the University of California Davis from 1972 to 2000, this subject is extremely important to me. Born and educated in Colton city schools, I lived a truly segregated life, on the wrong side of the tracks. I felt as if a knife cut through me when I saw and read negative items in our school books, like the Song of the Boll Weevil which alleges it came from Mexico to Texas. And I felt cold and empty when I could not read or hear a word about my community's, my people's, my family's hard but culturally rich life. Having taught high school for 8 years, I came to a multi-faceted understanding the harm such exclusion and negative stereotyping on the part of teachers, AdminStaff, and especially written materials has done, and will continue to do, if there is no change. It is appalling that 60+ years later we have made little progress in providing a K-12 curriculum for the 21st century.

Since the emergence of el Movimiento Chicana/o in the late 1960's throughout the United States various Mexican-American/Latino/Hispanic organizations have championed the cause of inclusion of all America's excluded minority groups, their contributions, demographic status, social problems, and future directions, in the learning of American history. This means inclusion of this knowledge in textbooks, curriculum development, and teaching aids. The colleges and universities have departments and programs with faculty dedicated to developing an outstanding America's-centered, culturally-based curriculum.

The need for curriculum reform is specially urgent in California, where the minority Latino population is now a slim majority but expected to grow exponentially in the next two decades. California is also faced with a serious population undercount, specifically incarcerated, undocumented and many other men, women and children living in controlled environments. There is a greater need for addressing the needs of Latina/o community then even California's economic experts speculate.

Therefore, I recommend to the Framework Committee that it follow the insertion plan as outlined by Duane Campbell, with this caveat. While I agree with the need to insert Hispanic/Latino materials, I believe the entire history of the "western hemisphere" and indeed the world, needs to be re-told/re-written, from the educated perspective of indigenous people and their descendants in the Americas. I am certainly not alone in this perspective. In California, Arizona, Texas, there are several charter schools dedicated to presenting a history curriculum from the perspective of the indigenous people. This means that at least 60% of the literature/materials utilized in course should be written/spoken/represented by people who have lived the America's (Chicana/o Latina/o) experience. Such courses must not render invisible the voices of women. Our present and future leaders/representatives need to learn women's role in that history, without the negative stereotypes

One final point is to remind the Committee there is now a large body of printed and digital knowledge, novels, creative work, art, poetry, rap, music, and much else available for curriculum development. These materials are readily available through publishers, at street fairs, and in shops throughout California. Thank you for your attention to these issues.

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